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# DEVELOPMENT OF INTERCULTURAL COMPETENCE OF STUDENTS IN LEARNING ENGLISH

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### **ABSTRACT**

The essence and scope of this topic is so wide, especially in the era of globalization, the importance of intercultural dialogue is very important. In the novelty of this work, this study combines English and Uzbek cultures in an interconnected social, political, economic and cultural sphere, analyzing them scientifically, practically and theoretically, as well as in all spheres of society.

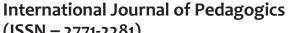
# **KEYWORDS**

EFL, diagnostic, life, formative, milestones, culture, literature, history, architecture, intercultultural, Methodology, British/American culture, through education, art.

# INTRODUCTION

In the article the problem of development of intercultural competence of students by means of academic subject "Foreign language" on the basis of realization of language and culture approach. This approach provides language learning in close connection with the foreign language culture, which includes a variety of informative information about the history, literature, architecture, life, manners, lifestyle and tradition of the people of the country of the target language. There were used a complex variety of research methods: analysis pedagogical, of methodological and psychological literature on the issue of research, monographic method of research solid experience of teaching a foreign language in





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secondary school; method of observation, conversation; study of products of educational activity of students of pedagogical experiment (diagnostic, formative, milestones). In the framework of the implementation of the experimental work on the control phase revealed the results the development of intercultural competence of students by means of language culture in the middle phase of learning.

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Sometimes, filling our students up with all the requisite grammar and vocabulary, and polishing their pronunciation and honing their communicative skills doesn't actually seem to be helping them to achieve the wider goal of being able to genuinely communicate with and understand the real world outside the classroom at all.

The source of the information is wide, clear and mainly to increase cultural knowledge and the role of intercultural communication in all spheres of society and in the whole world, as well as in the process of globalization and intercultural communication. information on how to communicate in a leading way.

For too long, we have been concentrating on structures and forms and producing materials that may help our students to have perfect diphthongs or a flawless command of the third conditional while leaving out anything approaching real, valid, meaningful content.

What is intercultural learning? The process of becoming more aware of and better understanding one's own culture and other cultures around the world. The aim of intercultural learning is to increase international and cross-cultural tolerance and understanding. This can take lots of forms intercultural learning is by no means only a part of EFL, but has exponents in all fields of education. What do we understand by the word 'culture'? A way of life. A

set of social practices. A system of beliefs. A shared history or set of experiences. A culture may be synonymous with a country, or a region, or a nationality or it may cross several countries or regions. A culture may be synonymous with a religion, though followers of Christianity or Judaism or Islam may also come from different cultures. It is highly possible to belong to or identify oneself with more than one culture.

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Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it. We cannot learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness. Intercultural communicative competence Following on from what Kramsch says above, intercultural awareness is not really therefore a skill, but a collection of skills and attitudes better thought of as a competence. 🤍 Intercultural 💷 communicative competence is an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes. Nowadays, schools are becoming increasingly diverse, both culturally and linguistically. As a result, teachers need to be more cross-culturally competent. In this article, I will explain why intercultural competence is so important in the modern day language school and suggest some strategies and activities which both raise intercultural awareness and maintain students' sense of ethno cultural pride and identity.

When developing learning aims, take into account students' cultures, facilitating opportunities for all (ISSN – 2771-2281) VOLUME 02 ISSUE 10 Pages: 01-06 SJIF IMPACT FACTOR (2021: 5.705) (2022: 5.705) OCLC - 1121105677 METADATA IF - 5.689 METADATA a Crossref do Google

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kinds of students. It is important to pay special attention to those students who differ in race, sex, ethnicity or religion, in order to promote the same learning opportunities. Only by taking into account all these factors will we find the best way all learners can achieve their aims.

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Keep students actively involved in the lessons and try to work in cooperative learning groups, empowering them to participate more fully. Cooperative groups help learners develop their interpersonal and intrapersonal intelligence, and strengthen their social skills and their empathy towards their classmates. These cooperative groups have proven to be more effective in working through projects, as the burden of the learning process is on learners, and it brings teaching from abstract knowledge to real world application. Moreover, working on projects provides a framework for creating classes that are interesting and address students' needs.

Build relationships with students and their parents. We must show them we care by getting to know their individual needs and strengths and sharing their problems, joys and hopes. Students must feel that they belong and are accepted. Understanding our students' lives will enable us to enhance the significance of lessons and will make examples more meaningful. If we get parents to be involved in different activities, learners will achieve the aims more efficiently.

Maintain high standards for all students. Thus, they will be challenged and their learning will accelerate, regardless of their backgrounds. It is clear that students learn more if they are challenged by teachers who have high expectations for them. Therefore, it may be useful to involve students in problem-solving activities, where they are required to use analytic skills and make connections.

Now we can discuss the Methodology of using culture in English Language teaching to enhance students' intercultural communicative competence at English class. As it was given above there are various elements of culture that can be based on improving intercultural awareness. In this part we are going to illustrate some ways of how to use it in English Foreign Language classes. The two basic methods are the most appropriate in our research to analyse and show student's intercultultural awareness. The questionnaire and Interviews are used in order to illustrate cultural skill of studentsand also to examine how students from different backgrounds perceive, think and practice different aspects of foreign language culture. Concerning the need to investigate culture and culture teaching in different context of foreign language teaching, this study offers an original aim by comparing and contrasting students of different educational backgrounds rather than cultural backgrounds to answer the following research questions. Now we talk about this guestion.

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Thus, in the process of communication, communicative (information), interactive (interaction) and perceptual takes (interaction) perception place. The communicative side of communication is the exchange of information between the participants, the interactive side is the interaction of the participants, and the perceptual side is the way the participants understand and know each other in the process of communication.

Communication is the main form of interpersonal relationships, through which people interact with each other spiritually, exchange information, interact with each other, feel and understand each other. Therefore, communication as a socio-psychological phenomenon occurs in all spheres of social life, as a need for material, spiritual, cultural, emotional, motivational aspects of **International Journal of Pedagogics** (ISSN – 2771-2281) VOLUME 02 ISSUE 10 Pages: 01-06 SJIF IMPACT FACTOR (2021: 5.705) (2022: 5.705) OCLC - 1121105677 METADATA IF - 5.689 METADATA 🖕 Crossref 🗖 🖸 Google

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cooperation. At the same time, one of the main tasks of the research is to develop a system of intercultural communication competence, generalizing culture, language and communication, deeply studying the specific features of the cultures of many peoples reflected in the social, political, economic and cultural spheres of society.

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Intercultural dialogue is leading in the current era of globalization, especially in all spheres of society, with its important indicators. Just as every field in society has its own sphere of communication, so in the process of teaching English, the proper use of communication, that is, communication in English, is important in oral and written communication. Because every word in a language has its own lexical meaning, they are expressed differently depending on place, time, space, direction and methods. In this context, there are different ways, principles, tools, directions and to developing intercultural approaches communication competence. For example, through education, art, literature, sports, and other areas that are part of culture, it is possible to develop intercultural communication competence in students' minds, both orally and in writing. It was at this point that I chose culture as the primary structural tool. Because culture is a very broad concept, it includes a number of areas, industries, programs, and all areas of society.

This article can be based on how students from different educational backgrounds, experiences, opinions and context deal with different aspects of the target culture and what values they allocate to the target culture as part of the foreign language study. The findings of the study have showed that both groups of students are generally aware of their pittance of teaching and integrating culture in the foreign language classroom. In addition, in teaching English language, teachers' basic purpose to teach culture is to develop fairness, honesty, patience, charity and tolerance towards the target culture.

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They believe that giving, teaching and familiarizing students with the daily lives of the target culture may cover the way to an understanding of the target culture and its traditions, identities, rituals, customs, stereotypes, perception, life styles, values and norms. Such comprehension is also seen as a way to permit students to explore the varieties of their own culture and the diversity within their culture. This attitude is in accordance with what culturally responsive teachers do in the classroom. They use the culture as a tool to highlight the differences and similarities among different cultures and the speakers of these cultures. All teachers have knowledge about the aspects of the target culture to some extent, but how they deal with the target culture is influenced highly by the curricular considerations and limitations. One suggestion that can be taken from this finding is that teachers should be given more chances to concern with the target culture considerably in their own classes. If they are more flexible in integrating culture, the students may improve more in terms of the exposure to the target culture. It is clear that teacher has an important role to conduct the students learn and understand how people in the target culture act, behave, and communicate. Special attention should be paid to how to teach culture. In this respect, providing various materials related to the target culture would be very helpful for them to become more successful learners who talk with the people from the target culture uninhibitedly.

Different activities and tasks can be designed to identify students to the target culture and existing course books can be enriched with more cultural and cross-cultural themes. What is more, the findings of the study pinpoints that culture should not be treated as a

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separate entity on its own, but as part of language learning experience. If students do not know and be revealed to the target culture, they may have difficulties in their relations with people from other cultures, and as Esker puts forward they may not develop a critical attitude towards their own and other cultures.

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According to Hauser, students' comprehension of other cultures can be expanded as well as their awareness of their own culture by using specific techniques such as ethnographic interviews. Hence, inclusion of different tasks and techniques into the inclass and out of the class lives of the students can be helpful and fruitful to encourage awareness on culture. Therefore, in today's developing and globalized world, students need to become more competent in building relations with people from other cultures. As Fyrsten berg pinpoints, our goal as teachers is to help building intercultural competence along with the linguistic and communicative competence as well. Hence, the language class can become the cradle of teaching culture and intercultural communicative competence our students need. The teachers in this study are based on the changes and challenges of the contemporary language classrooms and do their best to prepare their students to become globalized citizens. One question that needs to be asked at this pointis whether we should insist on teaching standard idealized British/American culture by ignoring

We cannot ignore change or turn a blind eye. We must get ready to face it in a positive manner. The more cross-culturally competent we become, the more we will understand how our students behave, and the more we will contribute to creating a better learning environment. Interculturalism must serve to enhance different values coexisting together, and, indubitably, storytelling is a key tool in working towards this goal.

So, what are you waiting for? Once upon a time in an amazing school. this pedagogical experience was to analyze how intercultural communicative competence skills emerged in foreign languages fifth semester preservice teachers. It was found that they developed skills to interpret and contextualize cultural practices as well as skills to raise awareness of contextual complexities. Pre-service teachers started comparing their home culture with the target culture and such a comparison intended not to be biased or based on stereotypes but rather based on facts that showed how they were able to recognize the virtues and the problems of the other culture and their own.

They also noticed the significance of analyzing contextual complexities when teaching a foreign language. In this sense, they developed cultural awareness. In terms of the pedagogical implications, as the participants in this study are foreign languages preservice teachers and are expected to be future languages teachers, they should. Be aware of the fact that working with interculturality is something they need to be familiar with. In fact, they should foster an intercultural approach on a daily basis, specially if one considers that in the Colombian classrooms diversity is an issue teachers have to face.

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